

Theories of Advising

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Introduction

Theories have been shown that when advisors do their job of advising, there may be more to the eye than what it seems. We need to show the whole picture of the different aspects to a difficult and precise way of communicating to students about how they should be advised properly and with the least amount of effort available for them to learn on their own. Ethical and moral ways of advising should then become second-nature for professional advisors. How can most of us direct these efforts to become better learning tools for our advisees?

Various Models of Advising

The Supplementary Model works well for the students, to operate as a referral source and other support services on campus. The advantages to this method offer a certain degree of coordination and a consistent quality of administrative support services. The main objective here is to be fully functional in how the information is communicated to the student. This will be with printed or unprinted materials that serve the purpose in the campus' library, so that students can access the information that each university supplies to its professional advising group. Students can use these publications to their own degree of use and time and can treat this information as if the professional advisor or faculty member is present. By offering online access to each student's degree audit, can justify the information that each one needs to fully understand his or her educational goals and how to achieve these. (Gordon & Habley 2000.)

The disadvantage would mostly be with the disabled or literally-challenged student that may need to have someone show them exactly what programs or outstanding degree requirements are needed from them. (Gordon & Habley 2000.) Another possible disadvantage would be for the visual students that may need to see their degree progress in a variety of a colored format, to fully show them their advancement in their programs. With having a backup of a faculty advisor, but not on a full-time level, may deter students from fully utilizing this model, depending on the student's mentality.

The Supplementary Model, found at 17% of all institutions, students are assigned to a department advisor. There is a central administrative unit with professional staff to support the department advisors (usually faculty) by providing resources and training. The center might serve students when they need transfer course evaluation or a degree audit. The Supplementary is the second most popular model at both 2-year private colleges (21%) and 4-year private institutions (26%). (Pardee 2000)

The main goal and idea here is to "teach the student to fish, instead of just giving them the fish." To work with the students on the idea of basic problem-solving and various other techniques of advising procedures. But also need to fully provide the

respective institution that this may be the only way that they can offer an advising central office to meet their needs and budgets.

The Split Model, found at 27% of all institutions, advising is carried out by faculty in their departments, as well as the staff of an advising center. The latter is usually responsible for a particular subset of students (e.g., those who are undecided on major, freshmen, those on academic probation, pre-majors preparing for a professional program). When students have satisfied certain criteria, such as declaring a major or completing prerequisite for admission to a professional program, they are reassigned to advisors in the school or department that offers their major. The Split Model is the dominant one at 4-year public colleges and universities; nearly half (46%) of these institutions are using this model. (Pardee 2000). By supporting the faculty ways of advising, the one-on-one version of a professional advisor, or even with the procedure of students advising with their peers or even by themselves, are all ways of how each academic institution wants to help their students.

Dual advising takes on a whole different role of advising, as it puts the best of both worlds together into one model. This model is very similar to the supplemental model. In the dual model a student has two advisors for the duration of his/her education: one in an advisement center, the other in the department. The advisors usually split duties along the lines seen in the supplemental model, but both parties have the ability to help a student with academic choices and make those transactions with a student. Generally the advisors split other duties such as monitoring students for graduation requirements, good academic standing, etc. Habley (1983, 2000)

Most of the faculty advisors serve as mentors to the students in his or her major program. This will allow the student to interact with the advisor on a one-to-one or group advising method to further understand their future goals. Then the professional advisor will guide the student down the correct path to the curriculum advising pattern to make sure that their graduation requirements are met.

All students are initially advised in a centralized Advising Office where all initial registration, institutional policy and procedures, and other course specific information is handled. After a specified time, the students are then assigned to an academic sub-unit for advising from faculty or full-time advisors in the sub-unit. (Nutt 2006)

The NACADA Academic Advising Survey, conducted in 2000, compared advisors' level of satisfaction and recommendations on program enhancement between respondents from centralized advising offices and those from decentralized offices (Lynch, 2002). There were no appreciable differences in the satisfaction ratings between advisors in central and decentralized offices, although both groups identified areas for program improvement unrelated to the organizational structure.

The strength of the institutions' mission, to support the advising staff, either physically or theoretically, can be a great impact on the students that go to that school. We cannot measure by physical means only, but with the commitment of each school on how they have their own way of advising students in their own culture. Vision, mission, and goals are relative to each institutions way of getting students properly advised and offer greater theories and tools for this research. Not each institution's goals and missions are the same. What works for one higher education institution does not necessarily mean that this will work for another. Each institution has

different populations of students, each with different live styles and educational goals. Each student needs to have ways of communicating with their advisors in the same exact way that we can offer without too much difficulty on this delivery process. (Gordon & Habley 2000.)

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